

Say by the Magle,

CALIGRAPH LESSONS,

—FOR THE USE OF—

TEACHERS AND LEARNERS.

—DESIGNED TO DEVELOP—

Accurate and Reliable Operators.

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PREFACE.

The first thing to be done, after procuring a Caligraph, is to learn how to use it to the best advantage. Any one can sit down, and, by striking the keys, print words; just as any one can, by striking the keys of a piano, sound the notes of a tune; but to strike the keys of the Caligraph in a way that will make the most perfect work the most rapidly, requires experience, or the advice and instruction of those who have given the subject special attention.

Until the present time, except in large cities, each person owning or using one of these instruments has had to gain this experience for himself by slow and uncertain steps, plodding along as best he can, employing but one or two fingers of each hand, instead of utilizing all as piano-players do.

Realizing the need of a more thorough system of instruction than she has been able to find in the market, the writer, early in her experience as type-writer instructor, began by preparing the lessons for her pupils on the machine as she needed them. Subsequently these were graded and arranged in progressive order; and, to enable the learner to practice correctly, in the absence of the teacher, the proper fingering of the words was indicated by figures. Finding these exercises exceedingly useful to herself as teacher, as well as to her pupils, she has concluded to put them in print for the benefit, especially, of those having machines who are out of reach of personal instruction, and for the use of such instructors as may have nothing better of their own.

The same systematic drill is needed to make good operators of those who use the Caligraph; and for the aid of such these "Caligraph Lessons" have been prepared.

Although aware that they are not faultless, the author believes they will do good service, and meet a want hitherto unsupplied.

INTRODUCTORY EXPLANATIONS.

The Caligraph operator should be seated on a chair, or stool, of such height as to bring his or her hands in a position to manipulate the keys comfortably; not so high as to cause a stooping posture, nor so low as to make it tiresome and difficult to operate the keys with comfort.

By spreading both hands over the key-board, it will be seen that the eight fingers command the approaches to all the keys, and that if each finger is allowed to do its share of the work the labor of striking the keys will be pretty equally distributed and easily performed. The use of all the fingers in type-writing is just as important as in piano-playing. It saves time in skipping about with one or two fingers; it obviates inconvenient skips to and from keys separated from each other, which are tiresome to the fingers; and it leads to a more even and rapid movement than can otherwise be attained.

DIAGRAM OF THE No 1 CALIGRAPH KEY-BOARD.

2	3	4	5	6	7	8	9
—	Q	\$	(&	Z)	!
W	T	R	E	Y	U	I	O
A	S	D	F	G	H	C	K
J	X	V	B	N	L	M	P
?	:	,	,	W	.	,	-

The key-board is supposed to be divided obliquely between the letters E, F, N, on the one side, and Y, G, L, on the other. The rule in writing is, to strike the letters E, F, and N, and the letters to the left of them, with the left hand; Y, G, and L, and those to the right, with the right hand; and although there are many exceptions to this rule, it will aid the learner if he will bear this in mind. As there are not as many fingers on the hands as there are keys on the key-board, the letters cannot all be uniformly struck with the same finger.

The central letters E, F, and N, are struck with the first finger of the left hand, and Y, G, and L, with the first finger of the right hand, and the letters to the extreme right and left with the little (4th) finger.

The combinations of letters in words often require a variation from the usual order of fingering. In such cases the variations are made in ways that require the least forethought or effort of the memory. For instance: When there are two or more letters in a word that are usually printed by the same finger, immediately following one another, say two *third-finger* letters, as they cannot both be struck with the same finger readily, the first one is struck with the finger commonly used for it, and the other with the next most convenient one. Thus: in the word *father*, we have two third-finger letters, *a* and *t*. They must not both be struck with the same finger, but the first letter, *a*, being struck with the third, as is the impulse from habit, no confusion or hesitation results, as one will naturally strike the *t* with the second. The same two third-finger letters, occur in the word *matter*. Here the *a* is struck with the third finger, and naturally the second is used to strike the *t*.

In some words this method cannot be followed. In the word *debt*, for instance, if the *e* were struck with the first finger, as usual, there would be no finger convenient with which to print the *b*. Such combinations are not frequent, and should receive special attention so that they may be correctly fingered from force of habit.

So, although the rule is to strike the central letters with the index fingers, the outside letters with the little fingers, and those between with the second and third fingers, the practice has to be varied according to the combinations of letters in different words.

It will be readily understood that a systematic method of fingering cannot be acquired if the novice begins the use of the Caligraph by copying from miscellaneous print, or matter which has not been especially prepared for the purpose. Therefore the learner is earnestly requested to use the Caligraph for practice only until correct habits are acquired. He or she will otherwise be likely to become a slovenly performer, and fail to secure the rapidity which with patience might otherwise be attained.

It is important that the learner should thoroughly practice each word before passing to the next, (care being taken to use the fingers indicated by the figures;) and to words which are a little difficult, or peculiar, double time should be given. If each lesson is thus written and rewritten, *the fingering being invariably done* according to the figures, until there is no hesitation as to where to find the keys, or as to which finger should be used on any letter in the lesson, by the time these have all been gone over, the learner will have become so familiar with the key-board that the fingering

will be done mechanically; and ease and rapidity of execution will be the reward of the faithful operator.

As the pauses, and especially the comma and period, have sharp points, they should be struck very lightly, or they will make a dent in the paper, and perhaps puncture it, which would make bad looking work.

The keys should never be pressed down but should be struck with a quick, sharp stroke, the finger being lifted *immediately*. This secures better print, and allows each key to drop out of the way before the other comes up. It is important to remember this. Two keys must never be struck at the same time.

By the following diagram it will be seen that the No 2 Caligraph, unlike the No 2 Type-Writer, has a different key for not only each capital as well as small letter, but also for each of the punctuation points and other signs.

DIAGRAM OF THE NO 2 CALIGRAPH KEY-BOARD.

V	W	2	3	4	5	6	7	8	9	J	K
R	T	E	(\$	q	&	z)	U	G	H
A	S	w	t	r	e	y	u	i	o	I	O
D	F	a	s	d	f	g	h	c	k	N	L
B	C	j	x	v	b	n	l	m	p	M	P
Q	X	:	;	'	?	"	.	,	-	Y	Z

In preparing these lessons the object has been to introduce such words as are most frequently used, including some that are difficult to finger, or contain peculiar combinations of letters. The sentences are composed of words which have been given in the list of words at the top of the page. Although learners may have practiced each word until the keys and fingerings are perfectly familiar, they would find it quite difficult if they were to attempt to write them in sentences. Suppose the words *home*, *man*, *the* and *went*, had each been written two hundred times, it would be found that to write the sentence, *the man went home*, would require different movements from those required to write the words separately. To accustom the learner to pass rapidly from one word to another, the plan of forming the words of each lesson into sentences for practice was adopted.

The words in each lesson are arranged alphabetically, so that if the learner, when writing the sentences, should forget the fingering of any word he can easily refer to it in the table of words to refresh the memory. But the teacher or learner can use his or her own discretion as to the order in which they practice the words of any lesson. In the first lesson, for instance, it might be better to begin with the shortest words.

With a good instructor it requires but a few weeks to learn how to finger the Caligraph; considerable time and patience are required, however, to become good and rapid writers. Those who have been used to playing the piano gain speed much sooner than those whose fingers are untrained to such work. If a careless habit is once acquired it will be difficult to correct it. Practice faithfully and carefully; and with perfect familiarity with the key-board will come speed.

The prospective type-writer should not allow less than three months time in which to prepare for active duty. At first the progress may seem slow, but after the fingering becomes mechanical the increase is rapid. A qualification even more important than rapidity, is accuracy. Without this no person need hope to produce acceptable copy. The learner is therefore warned against writing faster than the exercises can be done correctly.

To learn how to manage the machine, study the book which accompanies each Caligraph. I will here say, however, Keep all the parts clean. When done using the machine rub it, and especially all the nickle parts, with a soft clean cloth, until the finger marks are thoroughly removed. The nickel should never be allowed to remain tarnished, for rust will be the result. If properly taken care of the Caligraph will look almost as bright at the end of two years as when new.

Daisy Dyche Steaple,

CALIGRAPHIC LESSON No. 1.

all 3 1 1	are 3 2 1	every 1 2 1 2 1	make 2 3 3 1	that 3 1 3 2	think 3 1 2 1 3
able 3 1 1 1	as 3 2	for 1 3 2	many 2 3 1 1	their 3 1 1 2 2	this 3 1 2 2
an 3 1	be 1 2	have 1 3 2 1	may 2 3 1	there 3 1 1 2 1	time 3 2 1 1
and 3 1 2	been 1 2 2 1	has 1 3 2	one 3 1 2	they 3 1 1 1	to 3 3

able to be
 able to be there
 able to have been
 able to make as many
 able to think that
 all may have been
 all that has been
 all that may be
 all this may have been
 and as to that
 and as I may think there are
 and have they ever been
 and they may have been
 are all able to have this
 are there as many as
 are they able to make
 as I think they are to have
 as many as think they are
 as I have been there every time
 every man may have been there

every one may have his time
 every time he has been there
 for every time there may be
 for every one that they have
 for many a man may think
 for many times he has been
 for that man may have time
 for they think that every one
 has every one been here
 has there ever been a time
 have all been there this time
 have they all been able to make
 many an able man has been
 many a one may think this
 may I have as many as they
 there have been many times
 there may be this one man
 they may be able to be there
 they one and all have been here
 they think they may have been

REMARKS.—We have here, first the word *all*, with the figures underneath, which indicate that *a* is to be struck with the third finger of the left hand, and *l* with the first finger of the right. (See Introduction.) Strike the space-bar with the little finger. Do not press the keys, but make a quick, sharp stroke, of sufficient force to make an impression on the paper, lifting the fingers immediately.

CALIGRAPH LESSON NO. 2.

about 3 1 3 2 3	first 1 2 1 2 3	him 1 2 1	more 2 3 2 1	ready 2 1 3 2 1	told 3 3 1 2
above 3 1 3 2 1	gone 1 3 1 2	his 1 2 2	none 1 3 1 2	rest 2 1 2 3	was 3 2 1
along 3 1 3 1 1	good 1 3 3 2	hope 1 3 2 1	often* 3 1 3 1 1	short 2 1 3 2 3	were 3 1 2 1
can 2 3 1	hand 1 3 1 2	house 1 3 2 2 1	place 2 1 3 2 1	sold 2 3 1 2	where 3 1 1 2 1
case 2 3 2 1	hard 1 3 2 1	it 2 3	please 2 1 1 3 2 1	take 3 4 3 1	will 3 2 1 1
done 2 3 1 2	her 1 1 2	likely 1 2 3 1 1 1	quite 1 2 3 3 1	than 3 1 3 1	with 3 2 3 1

about every hope was gone
 all the more likely to be done
 are we to take this case
 are there no more to be here
 can this have been his house
 every one was told of it
 go into the house and be ready
 hand her the one above that
 he will do as all the rest do
 he has often been there
 her time is none too short
 he is a good man for this case
 his first case was a short one
 it is about ready to be sold
 likely he will take the rest
 may we go along with her
 her old house has been sold

no man can take her place
 none are ready for hard times
 often we were told to rest
 place this one about here
 please take the first one
 quite likely they were gone
 take no more than one at a time
 that place will please her
 the man has gone in her place
 they are quite too short for her
 they often take their rest
 we are about done for this time
 we often think it too hard
 were they along with him
 where can we hope to rest
 will we take her along with us
 will he often be there

REMARKS.—As there are so many different combinations, but few, if any letters can be uniformly struck with the same finger; so, although we speak of the 1st, 2nd, 3rd, and 4th finger letters, we have often to vary from the rule. We have an illustration of this in this lesson. We call *a* a third finger letter, but when it follows *w*, as in the word *was*, it must be struck with the second, *w* requiring the 3rd.

* When the letter *n* follows *e*, it must be struck with the first finger of the right hand, *e* being struck with the first finger of the left hand.

CALIGRAPH LESSON No. 3.

after 3 1 3 1 2	extent 1 2 3 1 1 3	means 2 1 3 1 2	once 3 1 2 1	same 2 3 2 1	tries 3 2 2 1 2
at 3 2	facts 1 3 2 3 2	most 2 3 2 3	only 3 1 1 1	say 2 3 1	trouble 3 2 3 2 1 1 1
but 1 2 3	get 1 1 3	must 2 1 2 3	ought 3 2 1 2 3	she 2 1 1	week 3 1 1 3
carry 2 3 2 2 1	had 1 3 2	neither 1 2 2 3 1 1 2	own 3 3 1	should 2 1 3 2 1 2	what 3 1 3 2
come 2 3 2 1	home 1 3 2 1	news 1 2 3 2	part 2 3 2 3	tell 3 1 1 1	who 3 1 3
duties 2 2 3 2 1 2	how 1 3 3	now 1 3 3	raised 2 3 2 2 1 2	them 3 1 1 2	work 3 3 2 3

but most likely she will
can he mean to say this to me
carry the news to them
come all at the same time
do come and take my part
first let us get at the facts
for he will have his own way
had they told him the facts
he meant only to that extent
he must take good care of her
he ought by all means to go home
how is it with the rest of them
most of them can do that
my duties are here at home
neither are they too short
now we ought to take a rest
on and after that time

once more and then what
only once a week at most
part of them will do for me
she can carry it for them
she tries to do her part
should he go the same way
that was the first of the week
this house can be raised
this is my own and only home
tell him how to do that work
tell me all about the news
they come to their own place
we have had the most trouble
we may carry this to any extent
we think most of our own way
when was she to give the facts
who will try the work once more

REMARK--It will be observed that the words *by*, *on*, *try*, *way*, and *when*, although not in the table of words, are introduced in the sentences. Since B is uniformly struck with the index finger (1), and T and W generally with the third (3), and the combinations *on*, *ry*, and *whe*, have been given, the learner will experience no difficulty in correctly fingering the words thus introduced.

CALIGRAPH LESSON No. 4.

any 3 1 1	between 1 2 2 4 1 1 1	given 1 2 2 1 1	known 3 1 3 3 1	not 1 3 3	shown 2 1 3 4 1
away 3 4 3 1	could 2 3 2 1 2	grant 1 2 3 1 3	learned 1 1 3 2 1 2 3	reason 2 1 3 2 3 1	such 2 2 3 1
because 1 2 2 3 2 2 1	does 2 3 1 2	honor 1 3 1 3 2	looked 1 2 2 3 1 2	request 2 1 1 2 1 2 3	well 3 1 1 1
become 1 2 2 3 2 1	father 1 3 2 1 1 2	hour 1 3 2 2	made 2 3 2 1	said 2 3 2 2	which 3 1 2 3 1
being 1 2 2 1 1	found 1 3 2 1 2	judged 3 2 2 1 1 2	matter 2 3 2 2 1 2	seems 2 1 1 2 2	whom 3 1 3 2
believe 1 2 1 2 1 1	from 1 2 3 2	kind 3 2 1 2	never 1 2 3 1 2	shall 2 1 3 1 1	your 1 3 2 2

away with everything of the kind
 because he has learned better
 because they have been given
 because I believe it will be found
 between the father and the son
 could anybody believe him
 could you grant such a request
 did they make their reason known
 for which there seems to be no cause
 from hour to hour they come
 he has shown them all to me
 I haved learned the reason she gave
 it is hard to judge in this matter
 judge not from what you see
 now does your honor think
 such as have been made known
 such honor has never been shown

such kindness could not be found
 that is for the time being
 they have never looked well
 they may not become learned
 this matter is well known to them
 to whom there shall never be given
 what was the matter with you all
 who shall judge between them
 which can never become known
 which cannot now be found
 which seems to be your reason
 which shall never be shown
 will you never believe me
 you could not have been found
 you should reason with him
 you have shown your good will
 your father to whom it was shown

REMARKS.—Each lesson should be perfectly mastered—the correct fingering of the words thoroughly impressed on the mind, and the sentences written with ease and accuracy—before another is taken. The teacher who insists on this course, and the learner who faithfully follows it, will never have cause to regret the time spent, but will be well rewarded by the ease and accuracy with which the writing will be done.

CALIGRAPH LESSON NO. 5.

accused 3 2 2 1 2 1 2	appearance 3 2 2 1 3 2 3 1 2 1	distance 2 2 2 3 4 1 2 1	future 1 2 3 2 2 1	liberty 1 2 1 2 3 4 1	right 2 2 1 2 3
action 3 2 3 2 3 1	benefit 1 2 1 2 1 2 3	each 1 3 2 1	general 1 1 1 1 2 3 1	little 1 2 3 3 1 1	sense 2 1 1 2 1
advantage 3 1 2 3 1 3 4 1 1	certain 2 1 2 3 4 2 1	example 1 2 3 2 2 1 1	knowledge 3 1 3 4 1 1 2 1 1	nothing 1 3 3 1 2 1 1	state 2 3 4 3 1
again 3 1 3 2 1	country 2 3 2 1 3 2 1	expected 1 2 2 1 2 3 1 2	longer 1 3 1 1 2	possible 2 3 2 2 2 1 1 1	thought 3 1 3 2 1 2 3
almost 3 1 2 3 2 3	crime 2 2 2 1 1	freedom 1 2 1 1 2 3 2	lecture 1 1 2 3 2 2 1	people 2 1 3 2 1 1	wait 4 3 2 3
another 3 1 3 3 1 1 2	doubt 2 3 2 1 3	further 1 2 2 3 1 1 2	length 1 1 1 2 3 1	remains 2 1 2 3 2 1 2	wrong 3 2 3 1 1

again I doubt your knowledge
 almost any length of time
 another example of crime is here
 but little advantage was gained
 can I be of further benefit
 certain benefits are expected
 each lecture was full of thought
 freedom could not be expected
 from almost every other state
 further benefit is not possible
 his general appearance is good
 how many people expected them
 I have thought so again and again
 in the far distant future
 in a general sense it is right
 it appears a much longer distance
 judged by certain appearances

knowledge of good and evil
 learn to labor and to wait
 leave that for future thought
 liberty of the people still remains
 liberty of thought is our right
 little benefit is possible now
 no doubt there is much advantage
 nothing certain in the future
 our country right or wrong
 people who are accused of crime
 right action benefits the state
 state another example of wrong
 the accused has nothing to expect
 to doubt is no longer possible
 wait for further knowledge
 we have little freedom of action
 will you state your doubts again

REMARKS.—It may not be amiss, (although perhaps unnecessary,) to say to those who may use these lessons, that the sentences in the exercises were not chosen for either their beauty or wisdom ; but for the purpose of giving connectedly, the words at the top of the page ; and it is not expected that the pupil will become so much absorbed in the sentiment expressed by them as to forget the object in view.

CALIGRAPH LESSON No. 6.

absence 3 1 2 1 1 2 1	compel 2 3 2 3 1 1	decidedly 2 1 2 1 2 1 2 1 1	important 2 1 2 8 2 3 4 1 3	perform 2 1 2 1 3 2 2	remember 2 1 2 1 2 2 1 2
abuse 3 1 2 2 1	comments 2 3 2 2 1 1 3 2	delivery 2 1 1 2 2 1 2 1	necessity 1 2 2 1 2 2 2 3 1	plainer 2 1 3 2 1 2 3	result 2 1 2 2 1 3
according 3 2 2 3 2 1 2 1 1	contempt 2 3 1 3 1 2 3 3	error 1 2 2 3 2	object 3 1 3 1 2 3	power 2 3 3 1 2	shameful 2 1 3 2 2 1 2 1
address 3 1 1 2 1 2 2	congress 2 3 1 1 2 1 2 2	expense 1 2 2 1 1 2 1	occasion 3 2 2 3 2 2 3 1	prepare 2 2 1 2 3 2 1	speaks 2 2 1 3 3 2
after 3 1 3 1 2	connected 2 3 1 1 2 2 3 1 2	facility 1 3 3 2 1 2 3 1	original 3 2 2 1 2 1 3 1	promise 2 2 3 2 1 2 1	themselves 3 1 1 2 2 1 1 2 1 2
arrived 3 2 2 2 2 1 2	course 2 3 2 2 3 1	great 1 2 1 3 2	perceive 2 1 2 2 1 2 2 1	rapidly 2 3 2 1 2 1 1	unusual 2 1 2 2 2 3 1

According to Act of Congress
 abuse of power is of course shameful
 after his address to the people
 after you perform your promise
 after the delivery of the goods
 are you prepared for the result
 did you perceive your error
 great results may be expected
 he is a man of unusual power
 he speaks with great facility
 her absence will be perceived
 his comments will be remembered
 I feel only contempt for such an act
 I will prepare for the occasion
 important news has just arrived
 let them speak for themselves
 my original object was this

no necessity could compel me
 nothing in the world is plainer
 prepare to perform your duty
 rapidly he ran his evil course
 remember the many occasions
 some one connected with the case
 that was a case of absence of mind
 the result is of great importance
 they will deliver themselves up
 those comments were not original
 they object to the great expense
 what can be plainer than this
 when did you discover the error
 when will you deliver the goods
 who will bear all your expenses
 you must be decidedly in error
 you perceive the power of thought

REMARKS.—Those who are learning to use the Caligraph without the oversight and criticism of a teacher, should be very careful to follow the instructions given, and not vary from the fingering indicated by the figures. When a new word is taken, look at the figure under each letter until they are fully impressed on the mind, and be sure to observe equal care at every subsequent practice.

CALIGRAPH LESSON No. 7.

authorized 3 2 3 1 8 2 2 1 1 2	characters 2 1 3 2 3 2 3 1 2 3	fraud 1 2 3 2 2	persuade 2 1 2 1 2 3 2 1	required 2 1 1 2 3 2 1 2	valuable 2 3 1 2 3 1 1 1
amongst 3 2 3 1 1 2 3	concerning 2 3 1 2 1 2 1 2 1 1	friendship 1 2 2 1 1 2 3 1 2 3	punishment 2 1 1 2 2 1 2 1 1 3	several 2 1 2 1 2 3 1	various 2 3 2 2 3 2 2
around 3 2 3 2 1 2	circumstances 2 1 2 2 1 2 2 2 3 1 2 1 2	impression 2 1 3 2 1 2 2 2 3 1	profitable 2 2 3 1 2 3 4 1 1 1	situated 2 2 3 2 3 2 1 2	whether 3 1 1 3 1 1 2
beautiful 1 2 3 2 3 2 1 2 1	depends 2 1 2 1 1 2 3	justice 3 2 2 3 2 1	quickly* 1 1 2 3 4 1 1	similarly 2 2 1 2 1 3 2 1 1	while 3 1 2 1 1
breeds 1 2 1 1 2 3	exaggerated 1 2 3 1 1 1 2 3 2 1 2	overwhelm 3 2 1 2 3 1 1 1 2	really 2 1 3 1 1 1	solemn 2 3 1 1 2 1	women 3 3 2 1 1
business 1 2 3 2 1 2 3 3	familiarity 1 3 2 1 1 2 3 2 2 3 1	passing 2 3 2 2 2 1 1	remarks 2 1 2 3 2 3 2	suppose 2 2 3 3 2 2 1	years 1 1 3 2 3

all depends upon his character among all things beautiful amongst other duties was this concerning that business of ours circumstances were exaggerated familiarity breeds contempt fraud in business is not profitable he was overwhelmed by the news he knows nothing concerning it his character was quickly known his friendship was valuable is the business really profitable justice required the punishment look around among your friends many were similarly situated my passing remarks were justified no fraud was authorized by me

our business is quite profitable really you must not persuade me several familiar friends were there she addressed herself to women some unjust remarks were made such is the general impression suppose they try it themselves tell me whether this is really so that all depends on the weather the passing years go quickly by there were several valuable works their friendship was most beautiful truth cannot well be exaggerated various circumstances require it you made that solemn promise you should profit by the punishment while we persuade others punish

REMARKS.—Do not allow anxiety to write rapidly, important though that may be, to take precedence of the desire to make nice and perfect work. The keys must be struck with sufficient force to insure a distinct and uniform impression. The force of the stroke should not, however, be so great as to cut through the paper, or to make an indentation in it, causing a roughness on the opposite side.

*In this word *q* must be struck with the first finger of the left hand.

CALIGRAPH LESSON No. 8.

WORDS SELECTED FOR PRACTICE.

acquaintance 3 2 1 2 3 2 1 3 4 1 2 1	constitution 2 3 1 2 3 2 3 2 3 1	discharged 2 2 2 1 3 2 1 1 2	jeopardy 3 1 3 2 3 2 1 1	propositions 2 2 3 2 3 2 2 3 3 1 2
advanced 3 1 2 3 1 2 1 2	continued 2 3 1 3 2 1 2 1 2	discontinued 2 2 2 2 3 1 3 2 1 2 1 2	judgment 3 2 2 1 2 1 1 3	prosecution 2 2 3 2 1 2 1 3 2 3 1
affidavit 3 1 1 2 2 3 2 2 3	contracts 2 3 1 3 2 3 2 3 2	discount 2 2 2 3 2 1 3	jurisdiction 3 2 2 2 2 2 3 3 1 1 3	question 1 2 1 2 3 2 3 1
affirmative 3 1 1 2 2 2 3 2 2 1 1	controversy 2 3 1 3 2 3 2 1 2 3 1	election 1 1 1 2 3 2 3 1	lawyer 1 3 4 1 1 2	recollection 2 1 2 3 1 1 2 3 2 3 1
agreement 3 1 2 1 1 2 1 1 3	convention 2 3 1 2 1 1 3 2 3 1	embarrassment 1 2 1 3 2 2 3 2 2 2 1 1 3	liabilities 1 2 3 1 2 1 2 3 2 1 2	refresh 3 2 1 2 1 2 1
answer 3 1 2 3 1 2	conversant 2 3 1 2 1 2 3 4 1 3	equitable 1 1 2 3 3 4 1 1 1	litigation 1 2 3 2 1 3 2 2 3 1	remittance 2 1 2 1 3 3 4 1 2 1
apprehension 3 2 2 1 1 1 1 2 2 3 1	council 2 3 2 1 3 2 1	established 1 2 3 4 1 1 2 2 1 1 2	marshal 2 3 2 3 1 3 1	represented 2 1 2 2 1 2 1 1 3 1 2
arguments 3 2 1 2 3 1 1 3 2	counsel 2 3 2 1 2 1 1	evidence 1 2 2 2 1 1 2 1	memorandum 2 1 2 3 2 3 1 2 2 3	sheriff 2 1 1 2 2 1 1
bankruptcy 1 3 1 3 2 2 3 3 2 1	court 2 3 2 2 3	exactly 1 2 3 2 3 1 1	memory 2 1 2 3 2 1	signature 2 2 1 1 3 2 2 2 1
buying 1 2 1 2 1 1	credibility 2 2 1 2 2 1 2 1 2 3 1	federal 1 2 3 1 2 3 1	negative 1 2 1 3 2 2 2 1	submitted 2 2 1 2 1 3 3 1 2
capital 2 3 2 1 3 4 1	criminal 2 2 2 1 2 1 3 1	government 1 3 2 1 2 1 2 1 3	payable 2 3 1 3 1 1 1	subversive 2 2 1 2 1 2 3 2 2 1
citizens 2 1 3 2 1 1 1 2	dangerous 2 3 1 1 1 2 3 2 2	homicide 1 3 2 1 2 1 2 1	plaintiff 2 1 3 2 1 3 2 1 1	suspend 2 2 2 2 1 1 2
commerce 2 3 2 2 1 2 2 1	decision 2 1 2 3 2 2 3 1	identified 2 2 1 1 3 2 1 2 1 2	politician 2 3 1 2 3 2 3 2 3 1	testified 3 1 2 3 2 1 2 1 2
commissioner 2 3 2 2 1 2 2 3 1 2 3	defence 3 2 1 2 1 2 1	information 2 1 2 3 2 2 3 2 2 3 1	postponed 2 3 2 3 2 3 1 2 3	transactions 3 2 3 1 2 3 2 3 2 3 1 2
committee 2 3 2 2 1 3 3 1 1	defendant 3 2 1 3 1 2 3 1 3	integrity 2 1 3 1 1 2 2 3 1	preponderance 2 2 1 2 3 1 2 1 2 3 1 2 1	undersigned 2 1 2 1 2 3 2 1 1 2 3
confidential 2 3 1 2 2 2 1 1 3 2 3 1	definitely 3 2 1 2 1 2 3 1 1 1	interview 2 1 3 1 2 1 2 1 3	prisoner 2 2 2 2 3 1 2 3	verdict 2 1 2 1 2 3 3
consequently 2 3 1 2 1 1 2 1 1 3 1 1	designed 2 1 2 2 1 1 2 3	investment 2 1 2 1 2 3 2 1 1 3	proceedings 2 2 3 2 1 1 2 2 1 1 2	violation 2 2 3 1 3 2 2 3 1
consideration 2 3 1 2 2 2 1 2 3 2 2 3 1	determined 2 1 3 1 2 2 1 1 2 5	invoiced 2 1 2 3 2 3 1 2	promptly 2 2 3 2 3 3 1 1	witness 3 2 3 1 2 3 3

REMARKS.—This page concludes the figuring. If the learner has faithfully followed the directions heretofore given for fingering the key-board, and thoroughly practised the exercises, she or he will no longer require the figures as a guide, but will be competent to write most words without hesitation. When a word is met with which requires a variation from the general rules, the best way of fingering can be determined by printing it a few times. Then it should be written over and over until it can not be forgotten.

CALIGRAPH LESSON NO. 9.

EXERCISE ON CAPITALS AND PUNCTUATION.

Absolutely necessary.	Joint stock company.
According to this provision.	Keep the fact before the people.
As soon as possible.	Last session of the Legislature.
Based upon circumstantial evidence.	Lord and Savior Jesus Christ.
Before the Chamber of Commerce.	Master Commissioner's sale.
Breach of promise of marriage.	May it please your Honor.
By a Justice of the Peace.	National Republican Party.
Chief Justice of the Supreme Court.	Noble Christian character.
Counsel for the prosecutor.	On further consideration.
Counsel for the defendant.	Opinion of the City Solicitor.
Constitution of the United States.	Our Heavenly Father.
Decision in a Court of justice.	Peculiar circumstances of the case.
Democratic principles of government.	Power of attorney was given.
Distinguished citizens of the city.	Principles of common law.
Documentary evidence is submitted.	Prisoner at the bar of the court.
Empanelment of the Grand Jury.	Railway passenger and freight cars.
Evidence in chief is all heard.	Recorded in the Probate Court.
Examination in chief.	Roman Catholic church.
Fellow citizens and strangers.	Said Board of Inspectors.
Forgiveness of sins.	That is the law of the land.
Freedom of the ballot.	The Court of Common Pleas.
General Assembly of this state.	The witness being duly sworn.
Gentlemen of the jury.	The able counsel for the prisoner.
Heirs, executors and assigns.	The learned Judge's decision.
I humbly submit to your honor.	Under the Providence of God
In a Court of Chancery.	Universal happiness.
In the examination in chief.	Your demurrer will be overruled.
In the opinion of the Court.	Which is the fundamental law.
It was indefinitely postponed.	Woman's right to the ballot.
Judge of the Police Court.	Writ of habeas corpus.

REMARKS.—On this page are given a few of the phrases most frequently used in theology and law. There are many others with which the operator should become familiar. Indeed there can not be too much practice of this sort, but as such phrases can be easily procured elsewhere, only enough are given to suggest the kind of practice which is necessary to secure great rapidity of execution. The capitals and punctuation marks are introduced on this page. For directions how to manipulate the No. 2 machine in printing them, see "Introduction."

CALIGRAPH LESSON NO. 10.

FORMS OF BUSINESS CORRESPONDENCE.

Baltimore, August 11th, 1881.

Messrs. James Grey & Co., Cleveland, O.

Gentlemen,—Having formed an establishment in this city, as merchants and general agents, we take the liberty of acquainting you of the fact, and solicit the favor of your orders. From our experience in mercantile affairs generally, and our intimate acquaintance with business as conducted in this city in particular, we venture to promise that we shall be enabled to execute any commission with which you may favor us, to your satisfaction, and in the most prompt and economical manner.

We subscribe ourselves, gentlemen, yours truly,

HARRISON, WILSON & Co.

Chicago, Ill., May 25th, 1882.

Messrs. Brown & Smith, Lafayette, Ind:

Gentlemen—Your esteemed favor of the 14th is at hand, and contents noted. The remittance of \$150, will be placed to your credit, and your order for sundry Groceries will be promptly filled. They will perhaps be shipped tomorrow.

Thanking you for your continued patronage, we remain yours.

Very respectfully, DAVIS & JONES.

Cincinnati, May 15th, 1882.

Messrs. Johnson & Perkins, Pittsburgh, Pa:

Gentlemen—Your statement of claim against the Elevator Coal Co., of this city, has been received. We will give it our immediate attention, and call upon the parties, as you suggest. They stand well in business circles, and will undoubtedly pay without a suit, when they understand the facts. If not we will advise you.

Very respectfully,

Yours, JORDAN & JONES, Attorneys.

St. Louis, Mo., Jan. 10, 1882.

Wm. Morrison, Kansas City:

Dear Sir—Your letter notifying us of a consignment of one car load of grain and produce, has been received. The same will be looked after, and sold to the best advantage. Quotations on wheat are now upward, and we may hold it a short time, so as to give you the advantage of better rates. Meantime if you have any orders to make for merchandise, or anything else, we will be pleased to fill them to your satisfaction.

Respectfully, MATTHEWS & MEANS.